

Assessment Workshop

August 1, 2012

Except for the information pertaining to Sixth College's assessment endeavors, **all** the information presented in the workshop and in the PowerPoint presentation was taken from different presentations given at the NACADA Assessment Institutes 2011 and 2012.

Assessment – The Overview

- Definition – Assessing Student Learning
- Process – The Assessment Cycle
- The Assessment Plan
- Stakeholders, Values, Vision, Mission, Goals, Objective, and Outcomes
- Sharing and Acting on the Results
- Questions and Answers

Assessment

Assessment is a process that focuses on ***student learning***, a process that involves reviewing and reflecting on practice as academics have always done, but in a more ***planned*** and careful way” (Ewell, 2000)

“Assessment is an ongoing process of collecting information* that is aimed at understanding and improving **student learning and personal development**” (Angelo, 1995)

* what we like to call “evidence”

Assessment

- “Assessment is the **systematic** collection, review, and use of information about educational programs* undertaken for the purpose of improving **student learning* and development***” (Marchese, 1993)
- Assessment is the means used to **measure the outcomes** of education and the **achievement of students** with regard to important competencies” (Pellegrino, Chudowsky, and Glaser, 2001)

* Advising is part of the educational process, not simply a “service”

Assessment “IS NOT”

- Assessment is NOT episodic
- Assessment is NOT just about measurement
- Assessment is NOT about performance evaluation—although it can inform it
- Assessment is NOT solely an administrative process
- Assessment is NOT easy or quick

For Academic Advising

Assessment is the process through which we gather evidence about the claims we are making with regard to student learning and the process/delivery of academic advising in order to inform and support enhancement & improvement.

Campbell, S. (2008)

The Relational Nature of Assessment

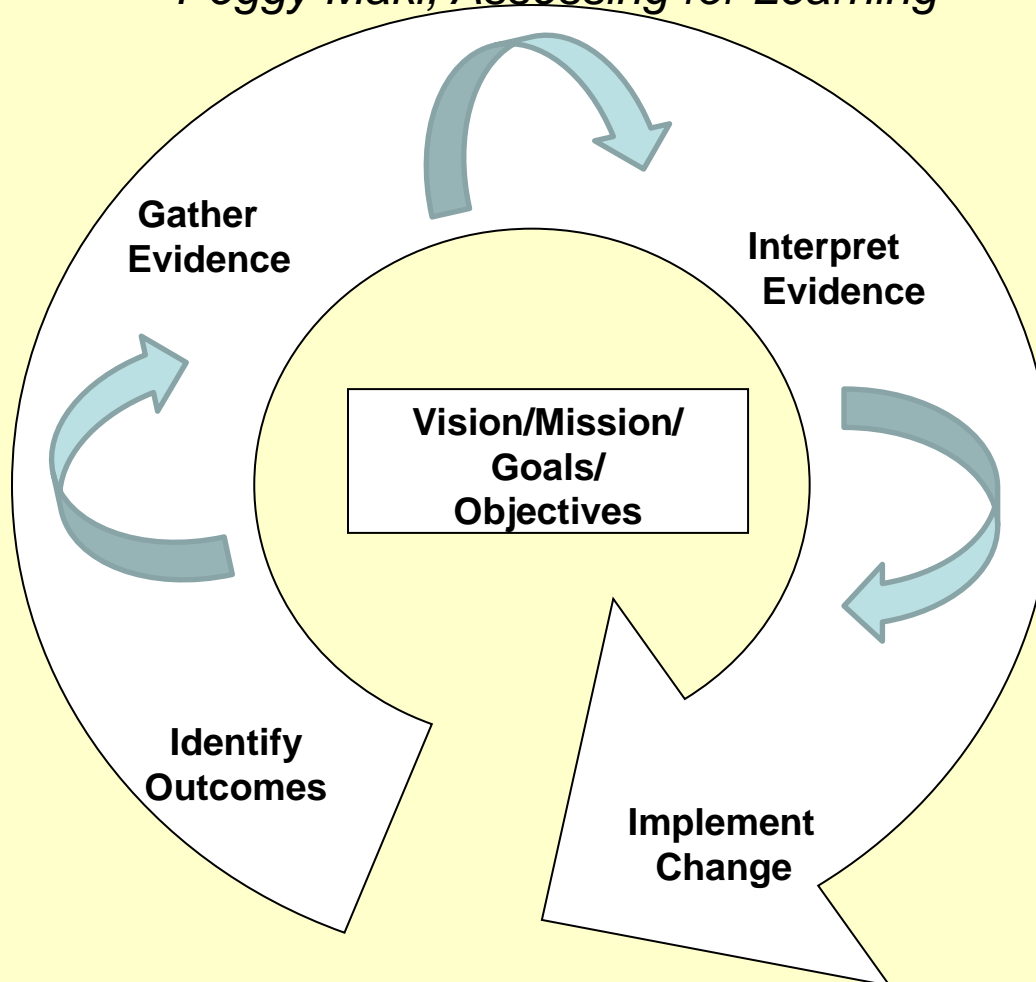
Institutional Vision and Mission

School/College/Division Vision
Mission, Goals, Program Objectives

Advising Program Vision
Mission Goals, Program Objectives

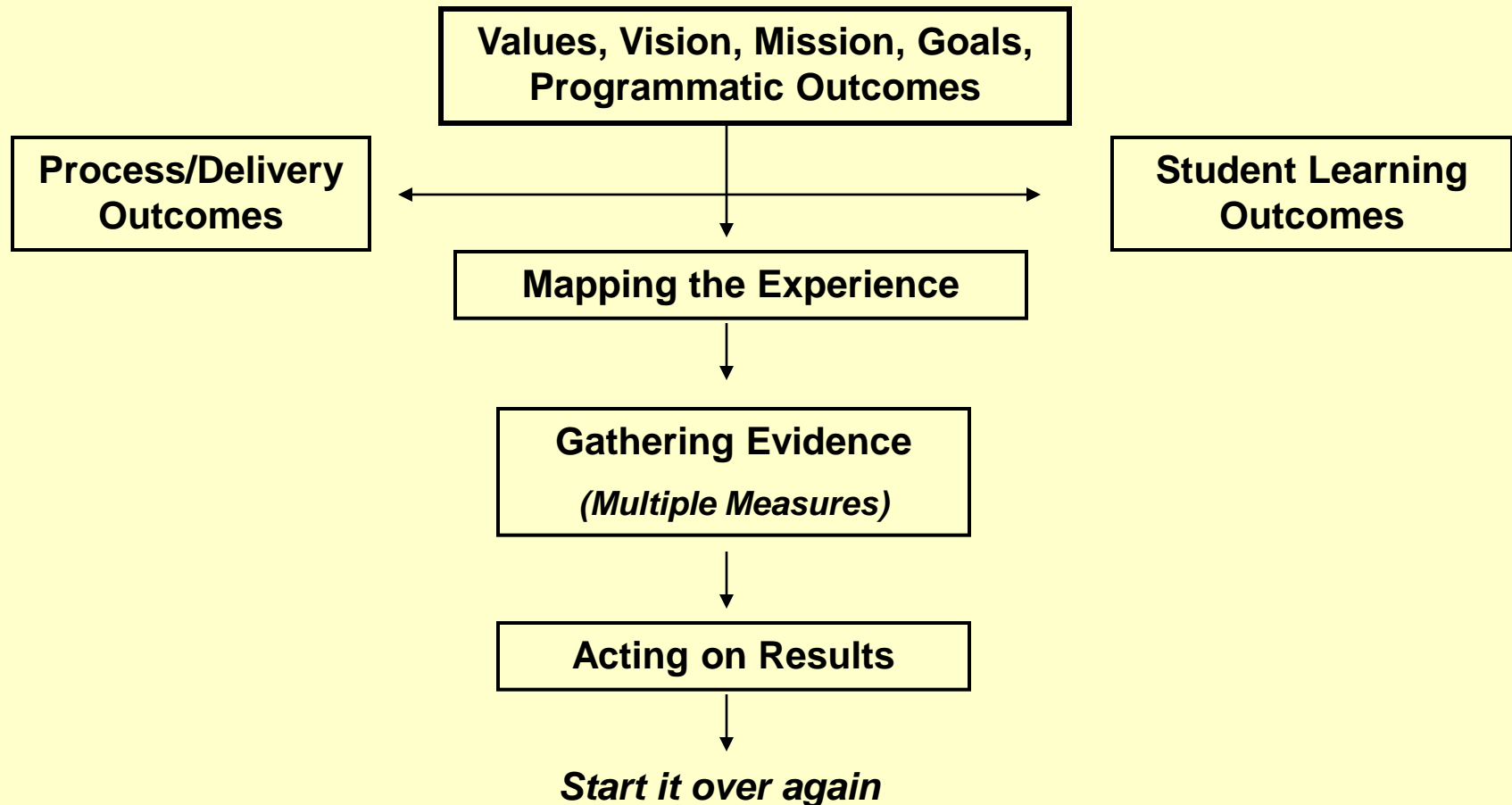
The Assessment Cycle

Peggy Maki, Assessing for Learning



How Things Ideally “Flow”

- Flowchart of Steps in the Assessment in Academic Advising (Ruth Darling)

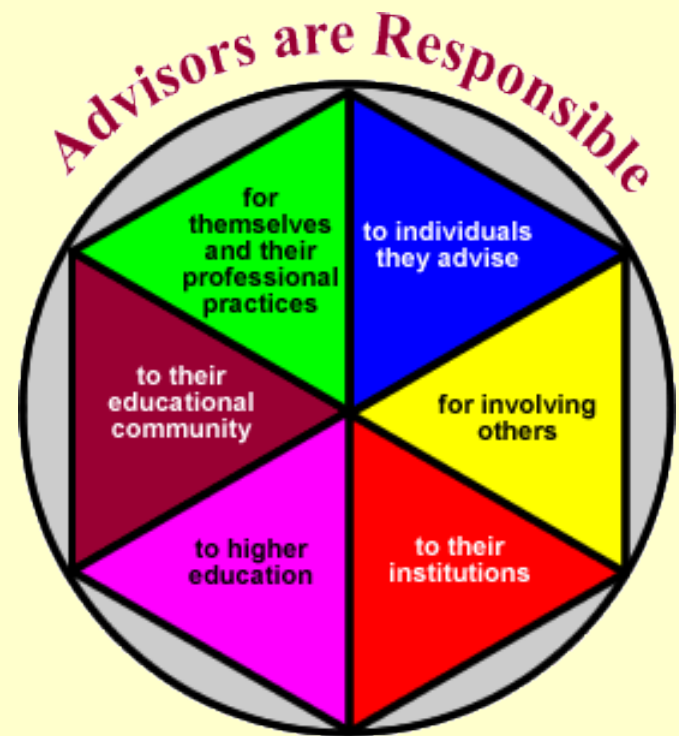


Assessment of Academic Advising Institute

Values

A Value reflects what you consider to be important with regard to academic advising.

NACADA Core Values



Why Do Assessment? Having a Purpose in Mind

Engaging in assessment is an important and significant activity; consequently, one should identify up front the reasons or purposes for doing assessment. This allows academic advisors to frame questions around issues that are important to the institution, program, and students. The reasons for conducting assessment are many and range from those related to accountability to curiosity and may be initiated because of external pressure or internal motivation.

Reasons For Assessment

Among others, purposes for assessment are related to

- Accountability
- Program management
- Efficiency and effectiveness
- Decision-making needs
- Budgeting
- Marketing
- Improving student learning

Three Reasons for Designing an Advising Assessment Plan

- To respond to the requirements of accrediting agencies
- To understand, as one way to improve services, the knowledge students are gaining from academic advising interactions
- To demonstrate to senior campus/system administrators the effectiveness of academic advising in supporting student achievement and success

Identify Key Stakeholders In The Process

Stakeholders In The Process

Potential stakeholders in the assessment of academic advising include:

- Faculty members who advise
- Professional staff members who advise
- Advising administrators and other administrators (e.g., MSOs)
- Deans, Department Chairs, Provosts, and Presidents
- Individual advisors
- Students
- Parents
- Student affairs professionals
- Community members

Reasons For Involvement

- Faculty representatives from each of the major schools, colleges, divisions to engage in discussion regarding how/why students enter majors.
- Senior administrators to understand more about how advising impacts academic achievement, persistence, retention, students' learning experience, etc.
- Representatives from area community colleges or other universities to understand the alignment of academic expectations.

Vision

- **Vision statements** reflect the aspirations of what academic advising can be on a campus. It represents a desired or ideal future.

Mission

- **Mission statements** reflect the purpose of academic advising on the campus and serve as the roadmap to achieving the vision and affirming values.
- **Sixth College Mission Statement:**
Our mission is to develop supportive partnerships with our students and guide them in achieving their educational, career, and life goals.

Programmatic goals

Sixth College – 2011

- 1) Provide students with academic guidance and encouragement to empower them in identifying and achieving their academic goals.
- 2) Promote a welcoming environment that provides students meaningful opportunities for learning, development, and integration into the academic community.
- 3) Commit to providing timely and accurate information to all Sixth College students regarding general education and university policies, procedures and requirements.
- 4) Advisors encourage self-efficacy and life-long learning by helping students make informed and responsible decisions, develop critical thinking, learning and life management skills aligned with their personal values, interests and goals

Student Learning Outcomes 2011

- 1.** Articulate one academic and one career goal.
(Goal 4)
- 2.** Name one major that interests them and explain why it is of interest. (Goal 1 & Goal 4)
- 3.** List on-campus support services available to help during personally or academically challenging times. (Goal 2)
- 4.** Identify university and academic deadlines.
(Goal 3)
- 5.** Compare and contrast elective courses to select those most aligned with their interests and goals.
(Goal 1 & Goal 4)

Student Learning Outcomes (continued) 2011

- 6.** Analyze and research various majors. (Goal 1 & Goal 4)
- 7.** Identify the academic requirements of Sixth College. (Goal 3)
- 8.** List one on-campus professional who they feel comfortable talking to about their academic difficulties. (Goal 2)
- 9.** Identify an academic workshop that could support their short and long term educational goals. (Goal 1, Goal 2, & Goal 4)

Mapping

Student Learning Outcomes	one-on-one advising	Virtual Advising Center (VAC)	Website	Email blasts/ "Sixth News You Can Use"	Orientation Presentation	Mini-VAC and New Student Gateway for Orientation	Academic Success Workshop	Route 66 Workshop Series
Articulate one academic and one career goal.	X	X					X	X
Name one major that interests them and explain why it is of interest.	X	X				X		
List on-campus support services available to help during personally or academically challenging times.	X	X	X	X	X	X	X	X
Identify university deadlines.	X	X	X	X	X	X		X
Compare and contrast elective courses to select those most aligned with their interests and goals.	X	X				X		
Analyze and research various majors.	X	X						X
Identify the academic requirements of Sixth College.	X	X	X		X	X		
List one on-campus professional who they feel comfortable talking to about their academic difficulties.	X	X			X		X	X
Identify an academic workshop that could support their short and long term educational goals.	X	X	X	X			X	X

Measurements

Types of Measures

Qualitative

- exploratory
 - small samples
 - open-ended
 - emerging information
 - subjective, inductive interpretation of data
- examples
 - focus groups
 - case studies
 - naturalistic observation

Information/data in form of rich, in-depth responses (words)

Types of Measures

Quantitative

- descriptive
 - large samples
 - structured
 - objective, deductive interpretation of data
- examples
 - questionnaires
 - surveys
 - experiments

Information/data in form of numbers, measures (statistics)

Types of Measures

Direct

- may be qualitative or quantitative

- examples

- direct observation of advising interaction
- pre-test/post-test of variable leading to desired outcome
- standardized test or inventory measuring student *learning*
- tracking of student data (enrollment rates, retention rates, GPAs, transcript analysis, etc.)
- counts of use of services
- advisor: student ratios

Types of Measures

Indirect

- may be qualitative or quantitative
- examples
 - focus groups
 - surveys, questionnaires
 - **rubrics**
 - interviews
 - reports
 - tracking of student perceptions (satisfaction, ratings of advisors, ratings of service, etc.)
 - tracking of advisor perceptions (student preparedness, estimation of student learning, etc.)

Assessment of Academic Advising Institute

A rubric is a scoring scale utilized to measure a student's or advisor's performance against a predetermined set of criteria

	Excellent	Competent	Needs Work	Not Aware
Knowledge				
Understanding				
Behavior				

	Excellent	Competent	Improving	Developing
Knowledge Ability to communicate the required courses for the major	Can delineate all requirements of the major	Can delineate most requirements for the major	Can delineate some requirements for the major	Cannot delineate any requirements for the major
Understanding Ability to comprehend the reasoning behind the requirements	Can clearly describe reasons/rationale for required courses	Can clearly describe many reasons for the required courses	Can clearly describe several reasons for the required courses	Cannot describe any reasons for the required courses
Behavior Ability to correctly schedule/enroll in appropriate major courses	Enrolls in appropriate courses to fulfill major requirements	Enrolls in several appropriate courses to fulfill major requirements	Enrolls in a few appropriate courses to fulfill major requirements	Has no appropriate courses on schedule

Examples Of Existing Instruments

To be used as just one measure among multiple measures

- ACT Survey of Academic Advising
- Noel-Levitz Student Satisfaction Inventory (SSI)
- Winston and Sandor's Academic Advising Inventory (AAI)
- NACADA Assessment of Advising Commission

www.nacada.ksu.edu/Commissions/C32/index.htm

Other Sources

To be used as just one measure among multiple measures

- Data from National Survey of Student Engagement (NSSE), Beginning College Survey of Student Engagement (BCSSE), Faculty Survey of Student Engagement (FSSE)
- Data from other nationally normed, standardized instruments (e.g., ACT, Noel-Levitz)
- Buros' Mental Measurements Yearbook list
- Existing institutional data

Multiple Measures

Need *multiple* measures to measure *multiple* dimensions of a *single* phenomenon

Multiple measures for each process/delivery outcome and multiple measures for each student learning outcome

The multiple measures utilized should vary in type

- Qualitative
- Quantitative
- Direct
- Indirect

This will help to insure the validity of the results of any single measure

Gathering Evidence – Measurement Sixth College

In 2011, only used one measurement tool (survey) to assess our Student Learning Outcomes.

The survey of academic advising services was two-fold:

- 1) Satisfaction survey
- 2) An assessment tool where students were asked to answer questions so we could assess the SLOs we had developed (e.g., List on-campus support services; identify university and academic deadlines, etc.)

We were able to establish a baseline & act on results including change one of our Process Delivery Outcomes.

Sixth College Student Learning Outcomes 2012

FRESHMEN

- Student Learning Outcomes for Freshmen who entered UCSD and Sixth in FA11. By the end of the first year, we determined students should (SLOs)
 1. Know where to find the Sixth College GE's
 2. Know the campus-wide requirement in Diversity, Equity and Inclusion (DEI) and where to find the list of accepted courses
- Developed 3 assessment tools for both Student Learning Outcomes

Sixth College Student Learning Outcomes 2012

TRANSFERS

Student Learning Outcomes for Transfers who entered in FA11. By the end of the first year, we determined students should (SLOs)

1. Know the Sixth College upper division GE's
 2. Have used the Virtual Advising Center (VAC) to:
 - ask a question to the advisors
 - view the answer they receive to their questions from the advisor
- Developed 3 assessment tools for both Student Learning Outcomes

Assessment Tools

FRESHMEN SLOs

- #1 & #2 – Survey, Rubric, Test

TRANSFERS SLOs

- #1 – Survey, Rubric, Test
- #2 – Survey, Test, VAC report

One Assessment Tool - Rubric

Spring 2012 Assessment Rubric (conduct May 14-23)

Incoming 2011 NFRS Student Rubric

BEHAVIOR CRITERION	COMPETENT	DEVELOPING
Student knows where to find the GE's.	Student can explain where to find GE's. 27 (100%)	Student cannot explain where to find GE's. 0 (0%)
Student is aware of the DEI requirement.	Student is aware of the requirement. 8 (30%)	Student is not aware of the requirement. 19 (70%)
Student knows where to find the DEI class list.	Student can explain where to find the DEI class list. 4 (15%)	Student cannot explain where to find the DEI class list. 23 (85%)

Incoming 2011 TRANS Student Rubric

BEHAVIOR CRITERION	COMPETENT	IMPROVING	DEVELOPING
Does student know the Upper Division GE requirements?	Student can articulate all the UD GE requirements. 6 (67%)	Student can articulate some of the UD GE requirement. 3 (33%)	Student cannot articulate any of the UD GE requirements. 0 (0%)

Another Assessment tool- Test

Sixth College Academic Advising 2012 Assessment New Students Entering Fall 2011

Quarter you entered _____ Year entered _____

Please answer the following questions and turn in to the front desk assistant.

1. UCSD has a University wide cultural competency requirement for freshman entering Fall 2011 or later that is mandatory for graduation.
 - a. True
 - b. False
2. In the DEI requirement the DEI stands for:
 - a. Demonstrated Educational Integrity
 - b. Diversity, Equity and Inclusion
 - c. Diversity Education Initiative
3. Where can a list of courses that satisfy the University Requirements (DEI specifically?) be found? (please select all that apply)
 - a. The UCSD General Catalog
 - b. The Degree Audit (DARS)
 - c. The Virtual Advising Center (VAC)
 - d. The Sixth College Website
4. A complete list of the Sixth College General Education (GE) courses that satisfy the requirements can be found where? (please select all that apply)
 - a. The UCSD General Catalog
 - b. The Virtual Advising Center (VAC)
 - c. The Sixth College Website
 - d. The Sixth College Advising Office
5. What steps would you take to access a list of the Sixth College General Education Requirements (GEs)?
 - a. TritonLink →VAC →Ask a Question
 - b. Sixth College Website→Advising→GE and Graduation Requirements
 - c. Sixth College Website→Culture Art and Technology→Contact Us
 - d. Google→Sixth College GE requirements

**Thank you for completing this survey and assisting us
in improving our services!**

Sixth College Academic Advising 2012 Assessment Transfer Student Entering Fall 2011

Quarter you entered _____ Year entered _____

Please answer the following questions and turn in to the front desk assistant.

1. What are the two upper division General Education (GE) requirements for Sixth College?
 - a. CAT 125 and Practicum
 - b. CAT 124 and CAT 125
 - c. Practicum and any upper division writing course
 - d. Sixth College has no upper division GE requirements
2. The VAC (Virtual Advising Center) can be used for the following: (please select all that apply)
 - a. Communicate with a college advisor
 - b. Check the 4 year plan for a major
 - c. Apply for graduation
 - d. I don't know, I have never used it
3. What steps would you take to ask a college advisor a question via the VAC?
 - a. You cannot. It is only for getting college information
 - b. TritonLink→VAC→Ask a Question
 - c. TritonLink→VAC→Useful Links
 - d. TritonLink→VAC→ SixthFrontdesk@ucsd.edu
4. To check your advisor's reply to a question through the VAC what steps would you take?
 - a. Check my UCSD email since the answer gets sent to me
 - b. TritonLink→VAC→Contact Record
 - c. You cannot, the VAC is only for getting college information
 - d. Tritonlink→VAC→Academic Notice

**Thank you for completing this survey and assisting us
in improving our services!**

Acting On The Results Sixth College

- **2011:**

Example: Changes with front desk and how intake was done.

- **2012:**

Example: Do a better job informing freshmen about the new Diversity, Equity and Inclusion University requirement.

Process/Delivery Outcomes

Process/Delivery Outcomes articulate the expectations for how academic advising is delivered and what information should be delivered through the academic advising experience

*Outcomes are a product from Objectives

*Measureable

Process Delivery Outcomes

- Process/Delivery Outcomes are expectations about the process of delivery of academic advising across the institution; focus is on advising services rather than the advisor.
- Every single person here knows all the concepts about standards, assessment, and outcomes. Our challenge is to create energy in our campus systems to create and sustain processes of regular and systematic assessment of PDOs for continuous improvement.

Process Delivery Outcomes

- **Determine what are the mechanics of delivery**
 - Who is delivering advising?
 - How is it being delivered?
- **Determine the skills utilized in delivery**
 - Oral/written communication
 - Non-verbal
- **Determine content to be delivered**
 - What and why and to whom



The Statement of Core Values of Academic Advising

Questions and Answers

1) With limited staff/time for regular workload, how do you keep up on analyzing data from assessment?

- **Need to carve out time for assessment. Advising office does not need to be open 8-4:30 daily. Set office hours and dedicate time to conduct assessment.**
- **Know exactly what you want to assess and why. Develop Mission, goals, SLOs and/or PDOs.**
- **Do not assess too many SLOs or PDOs. One or two per year is enough considering you need to develop/use 3 measurement tools. Assessment is on-going.**

2) How do you get buy-in from supervisors/senior staff members on importance for taking time to do this work?

- **Educate your supervisor, Department Chair, Vice-Chair, etc. They are already involved in the process of teaching and are skateholders. “Advising is Teaching”. NACADA’s professionals could be invited on campus to educate the community.**

Questions and Answers

3) Measuring effectiveness of each advising session.

- **What do you want to know/measure? What do you want students to learn (SLO)? Do you want to assess how is the information delivered (PDO)? You need to be very specific.**

4) Resource investment (time, personnel, money).

- **See question #1. Money for training.**

5) Getting buy-in from others.

- **See question # 2**

6) How can I keep track of how helpful my advising is to our students?

- **See question # 3**

7) Issues that should be tracked?

- **Involve department stakeholders; ask other departmental advisors; ask the colleges. Should be a collective effort but needs to be specific and useful.**

8) What tools are being used?

- **Mentioned a few in presentation.**

Questions and Answers

- 9) Identify what tools are available not covered in Querylink.
- **Some tools mentioned in presentation. The Office of Student Research & Information can provide data/reports.**
- 10) What are other departments and colleges analyzing beyond course statistics and what change comes from it?
- **Open question – who is doing what?**
- 11) Qualifications for the position. What outside training, experience, education should individuals have in order to be a quality advisor.
- **Master's degree in Education, Counseling, Educational Leadership, etc.**
 - **Graduate courses**
 - **NACADA Institutes (Summer Institutes are really good, Assessment Institute, etc.). Institutes more thorough and engaging than conferences.**